



IOWA CITY COMMUNITY
school district




STEERING
COMMITTEE
MEETING #2

Assessment
Results


March 11, 2013



AGENDA



- **Work to Date/Summary**
- **Review Assessment Results**
 - Physical Assessment
 - Educational Adequacy
 - Security Review
 - Capacity Analysis
- **Next Steps**



SCHEDULE REVIEW



IOWA CITY COMMUNITY SCHOOL DISTRICT
Comprehensive Educational Facilities Master Plan



PROPOSED SCHEDULE

TASK:	DATE(S)	NOV 26	DEC 17	DEC 24	DEC 31	JAN 07	JAN 14	JAN 21	JAN 28	FEB 04	FEB 11	FEB 18	FEB 25	MAR 4	MAR 11	MAR 18	MAR 25	APR 01	APR 08	APR 15	APR 22	APR 29	MAY 06	MAY 13	MAY 20	MAY 27	JUN 03	
Develop Agreement	Nov 26-Dec 17																											
Define Strategic Objectives	Dec 18-Dec 23																											
Physical Needs Assessment (Pre-survey work, field survey, develop costs, develop report, meetings with school district)	Dec 24-Mar 10																											
Educational Adequacy Assessment (Pre-survey work, walk-through, assessment scoring)	Dec 24-Mar 10																											
Assembly Steering Committee	Feb 06-Feb 25																											
Public Opinion Survey	Feb 06-Feb 25																											
Steering Committee: Initial Meeting	Feb 25																											
Steering committee: Assessment Results, Needs Prioritization	Mar 11																											
Visiting Workshops: 3 meetings	Apr 06, 08, 09																											
Steering Committee: Follow up Consensus Goals	Apr 17																											
Develop Solutions	Apr 18-Apr 30																											
Steering Committee: Review/Revisions	Apr 30																											
QLEO Assessment	May 01-May 02																											
Master Plan Workshops: 3 meetings	May 11, 13, 14																											
Steering Committee: Review/Develop Recommendations	May 22																											
Deliver Final Master Plan (time for additional meeting, if necessary)	May 23-Jun 04																											
Informational Communications Planning	Dec 18-Jun 20																											
Informational Communications Implementation	Jan 21-Jun 04																											

ROLE OF steering committee

- To guide the planning process
- Represent the ICCSD community
- Address planning issues
- Make recommendation to the Board of Education

QUESTIONS from Meeting #1

1. Do college students sway the results of public opinion survey?
2. Are these the School District's strategic goals for this process?
3. Can we get the presentation information prior to the meeting?
4. How will Kirkwood affect capacity?
5. How does the Diversity Policy affect this effort?
6. What happens with Open Enrollment?

Strategic Goals

- Align facilities with educational programs
- Maximize effectiveness of District resources
- Address major planning considerations for the future
 - Enrollment Growth
 - Aging Infrastructure
 - Equity
 - Educational Program Change



Comprehensive Educational Facilities Master Plan

- Where we are in the process
 - Analysis → Synthesis
- A rigorous assessment
- What the data tells us

BUILDING EVALUATION TEAMS

Professional “Team of Experts”

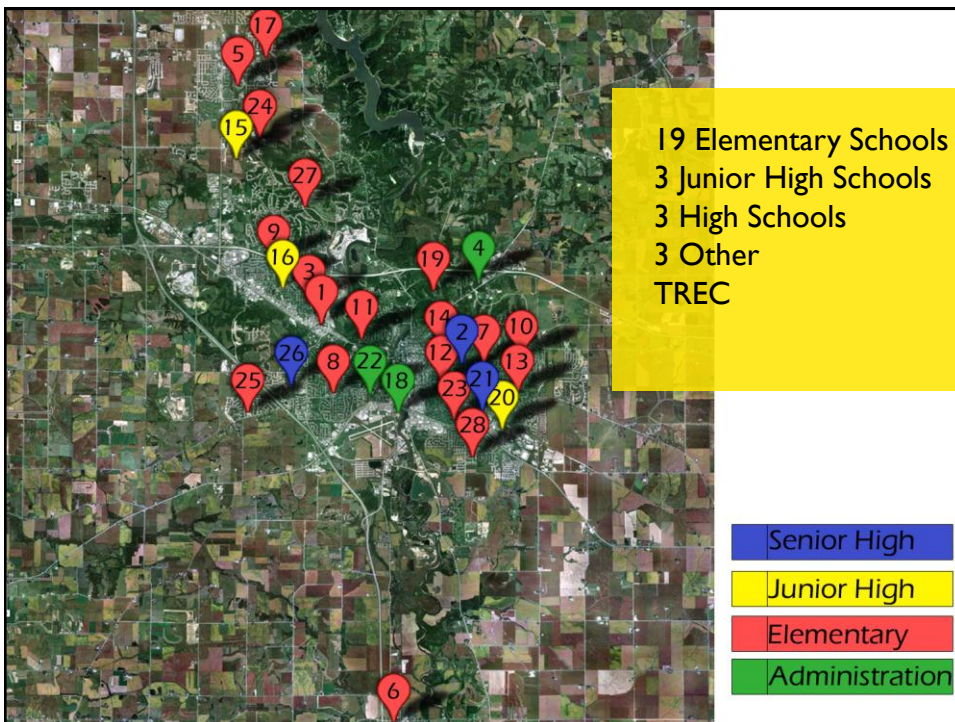
Physical Assessments

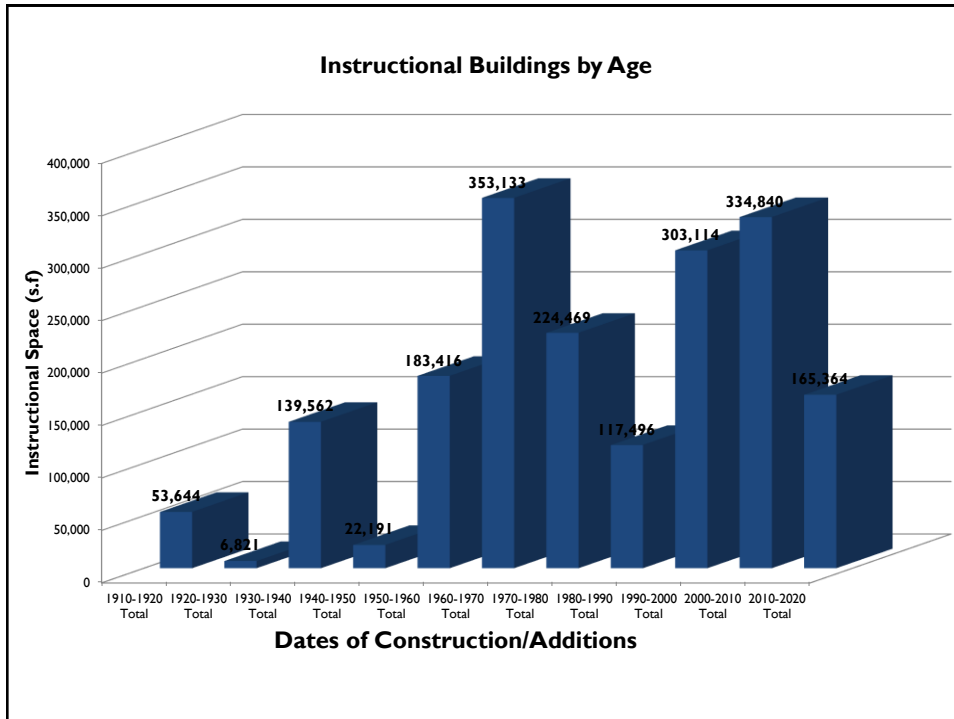
- Architects & Engineers
- Building Principal
- Building Custodian
- Special Representatives
 - Physical Plant (electrical, HVAC)
- Sam Johnson – team lead, consistent quality assurance

Educational Adequacy & Security Review

- Architects
- Building Principal
- Special Representatives
 - Assistant Superintendent
- Barbara Meek – team lead, consistent quality assurance

PHYSICAL ASSESSMENT





BUILDING COMPONENTS

- Electrical
- Exterior Walls
- Fire Detection
- HVAC
- Interior
- Lighting
- Plumbing
- Roof
- Site
- Building Envelope
- School Security

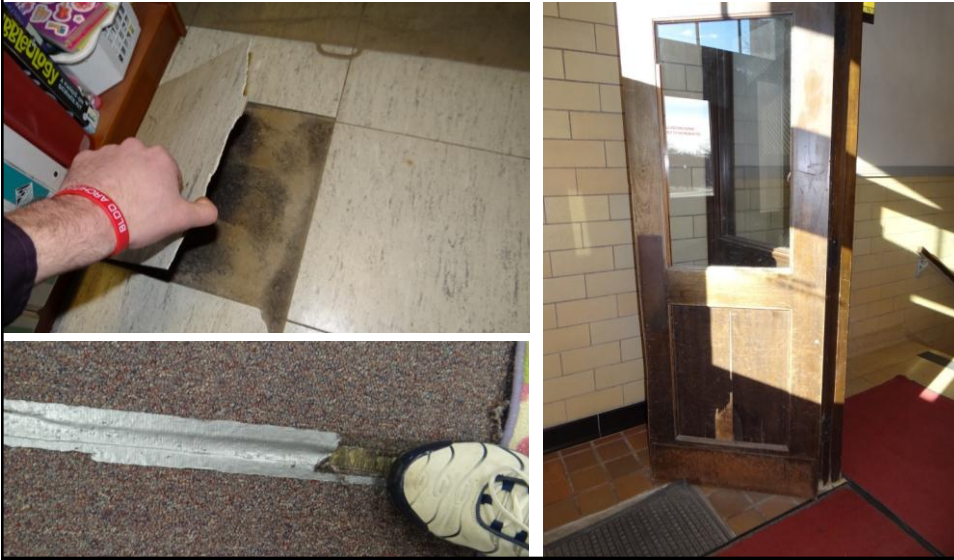
Priority A: IMMEDIATE



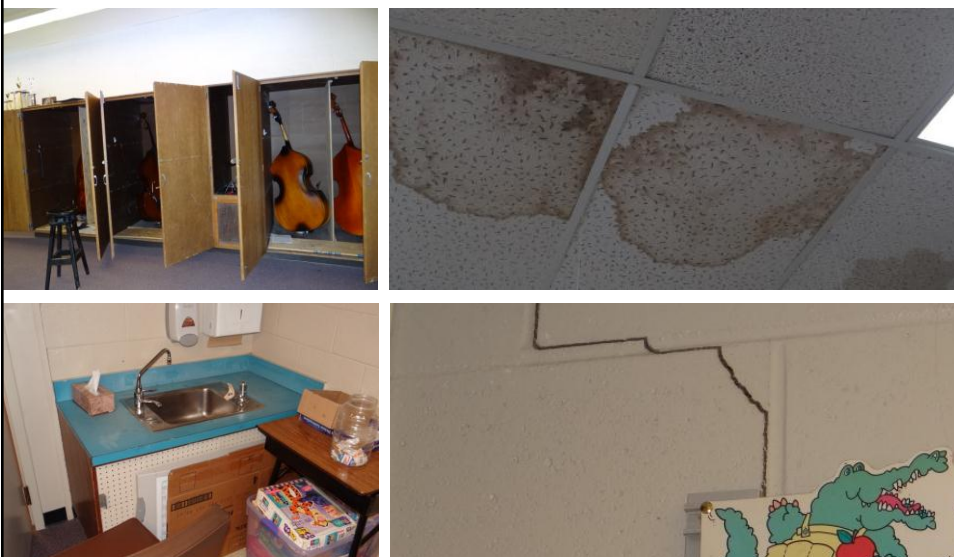
Priority B: NECESSARY

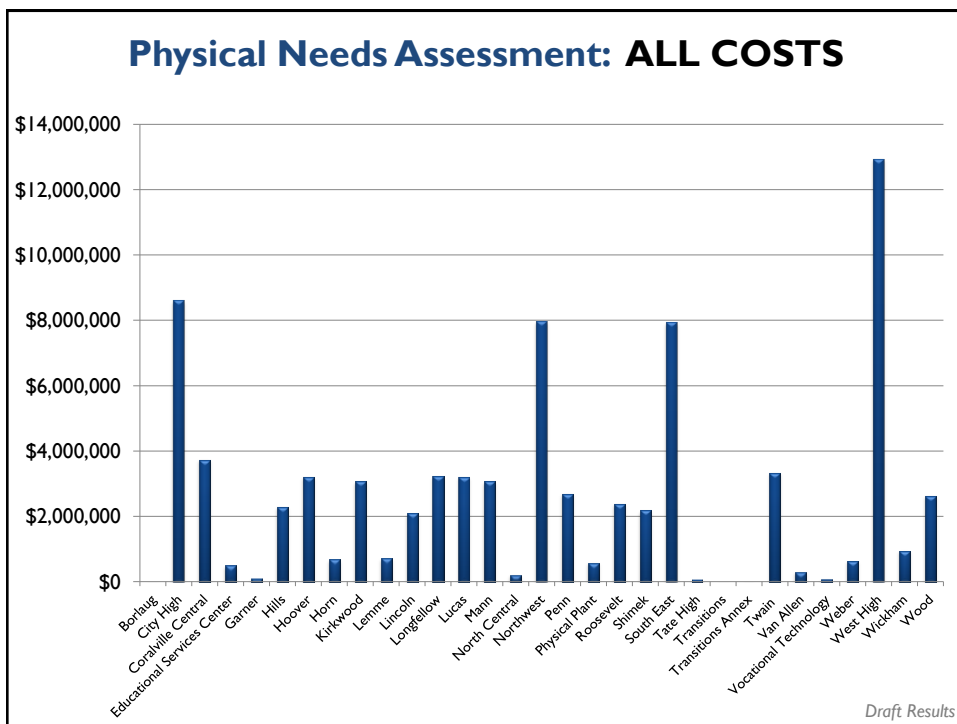
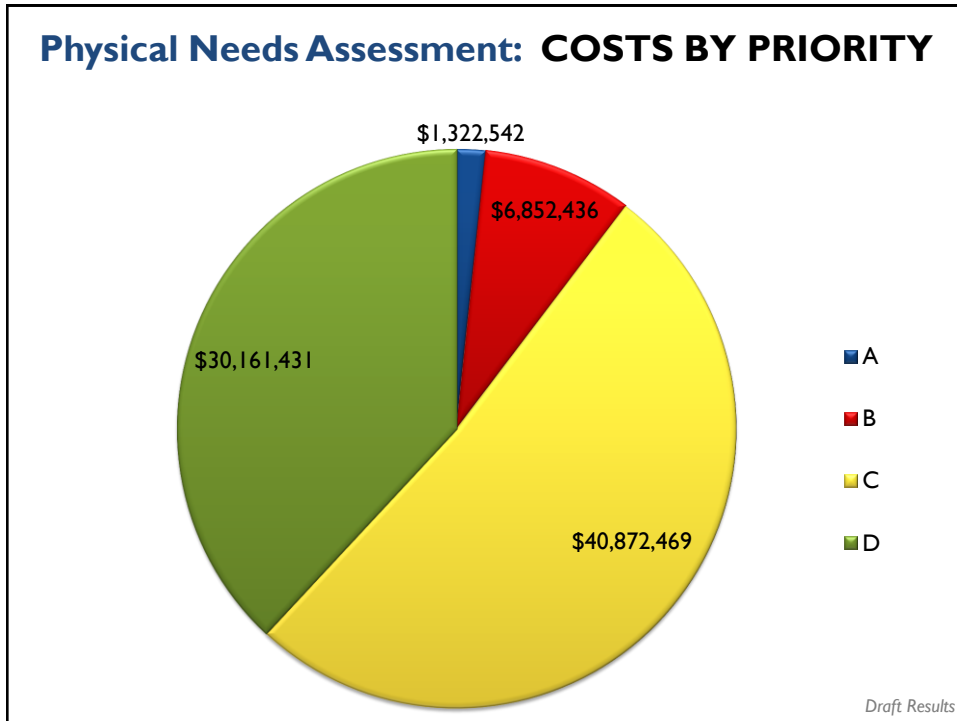


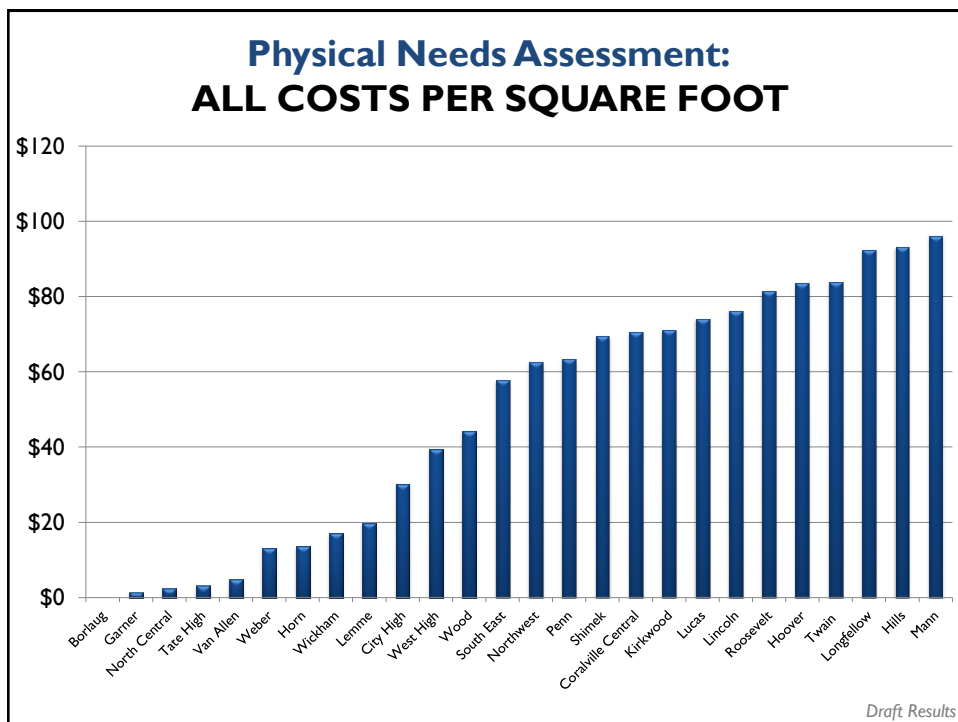
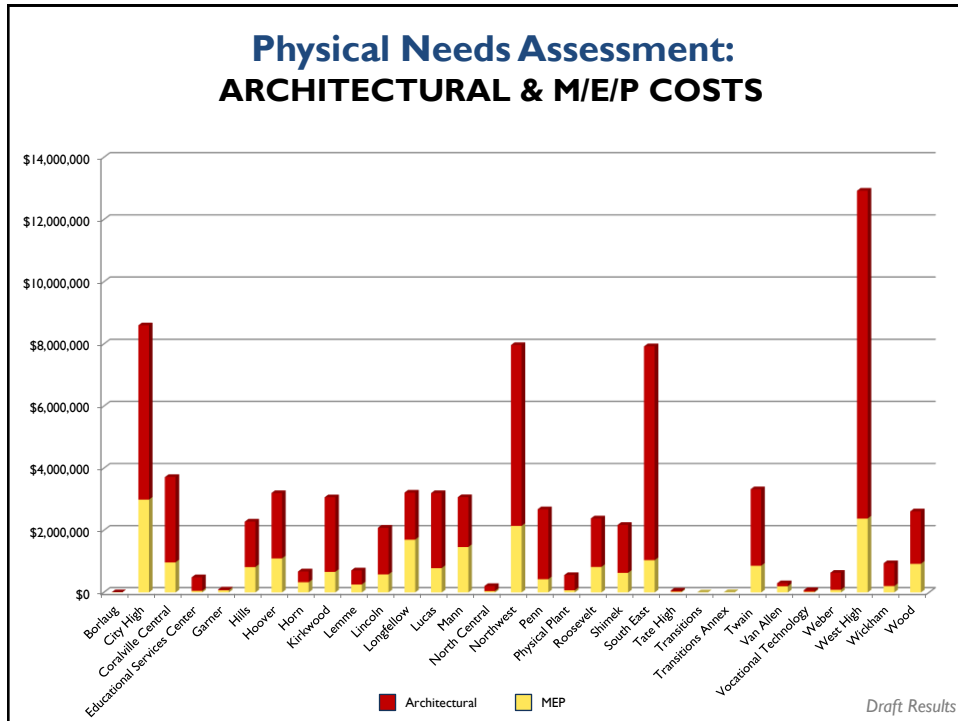
Priority C: **RECOMMENDED**

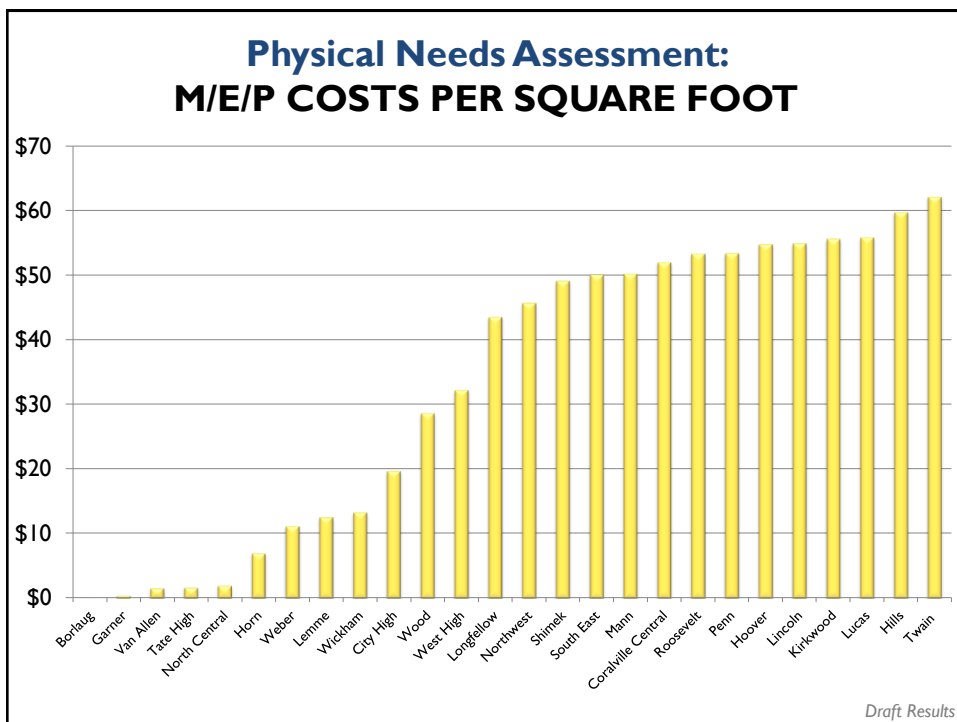
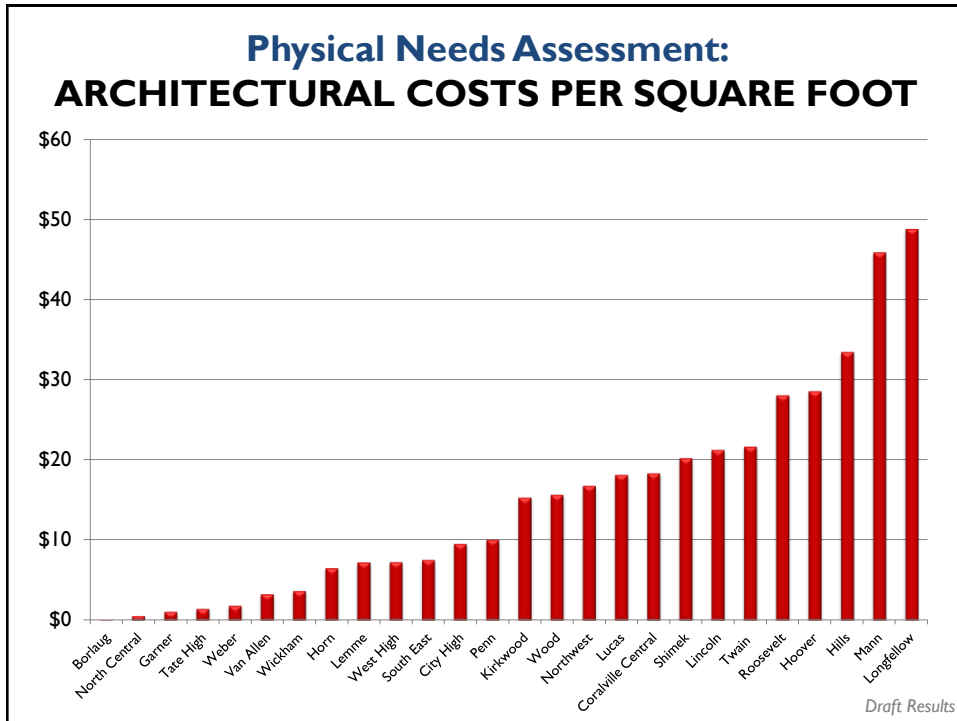


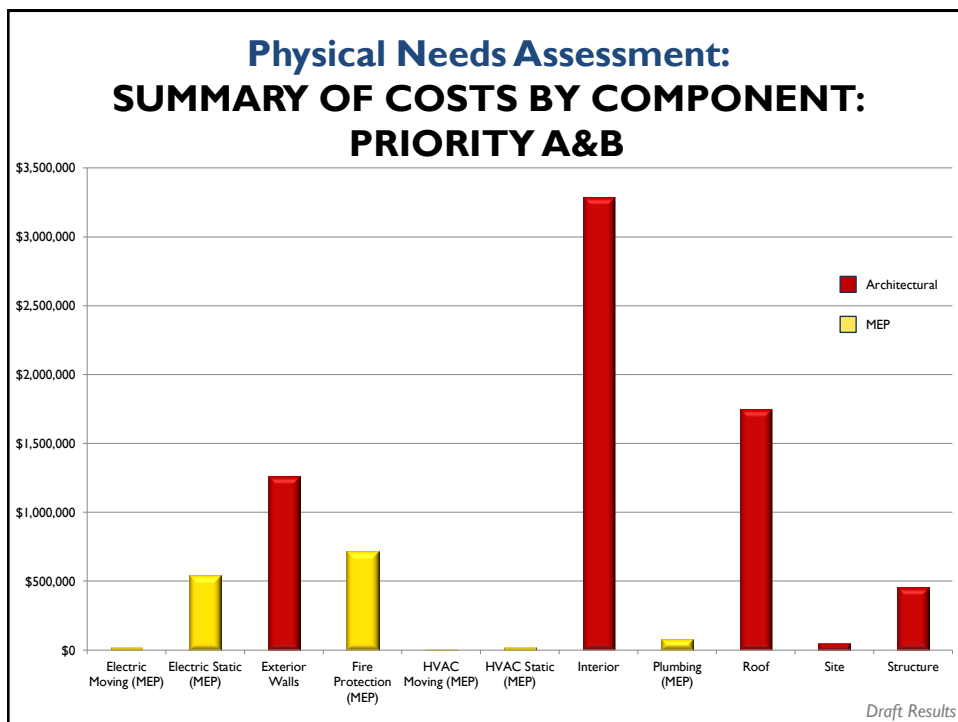
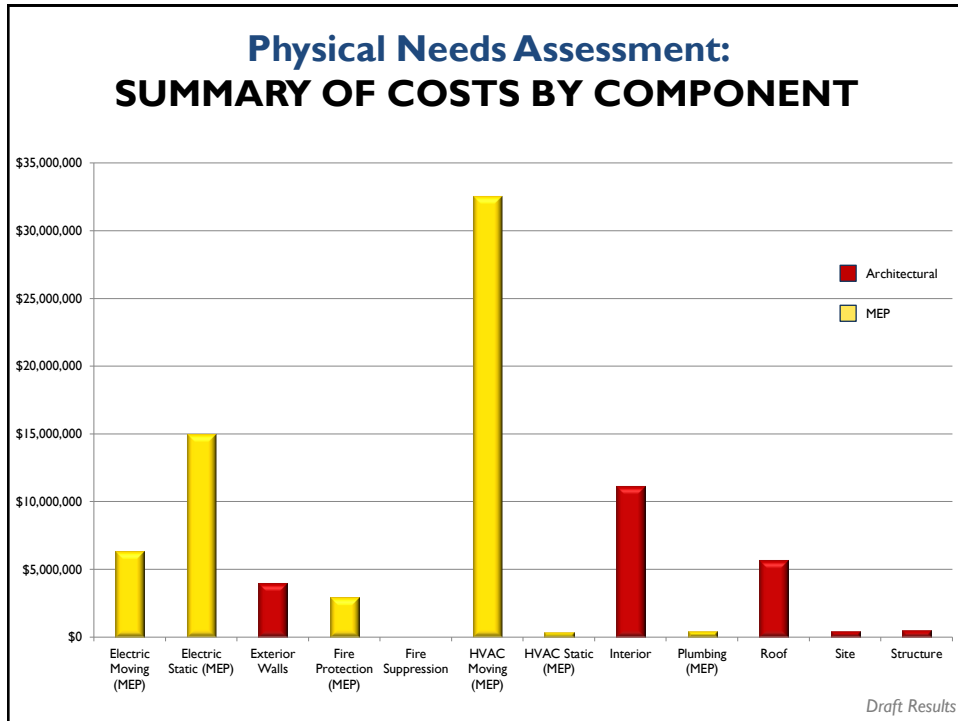
Priority D: **OTHER**



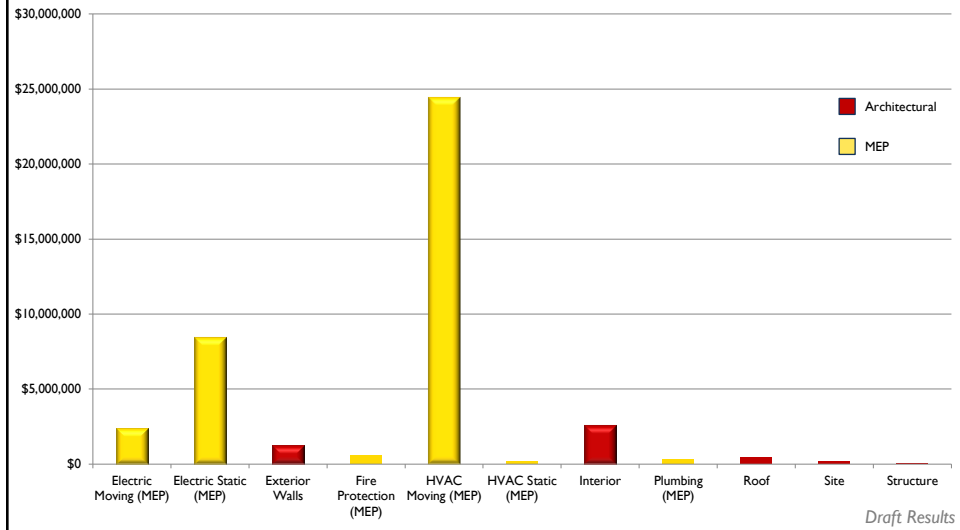




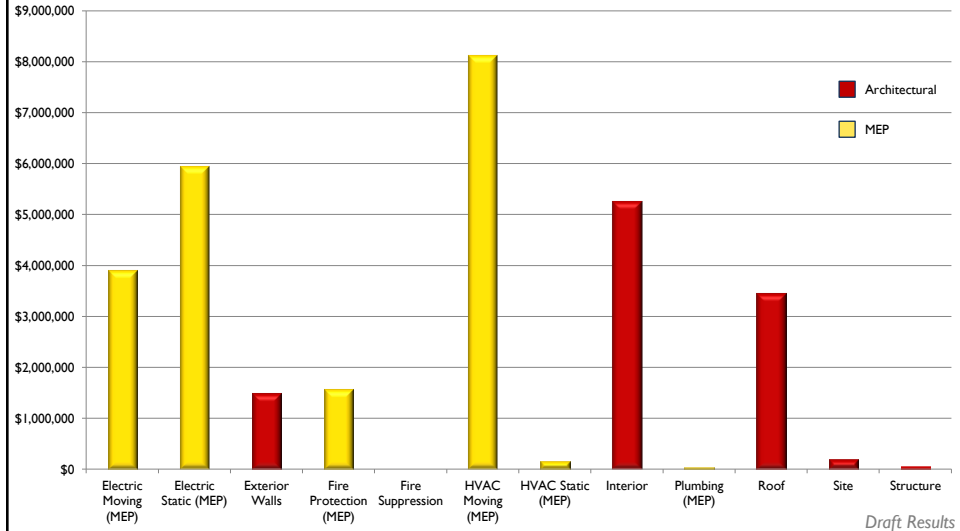




Physical Needs Assessment: SUMMARY OF COSTS BY COMPONENT: PRIORITY C



Physical Needs Assessment: SUMMARY OF COSTS BY COMPONENT: PRIORITY D



EDUCATIONAL ADEQUACY



Educational Adequacy Categories

- The School Site
- Structural and Mechanical Features
- Plant Maintainability
- Building Safety and Security
- Educational Adequacy
- Environment for Education



GRADING CRITERIA

A = Excellent
 B = Satisfactory
 C = Borderline
 D = Poor
 F = Failing
 X = Non-existent

educational adequacy

APPROPRIAL CRITERIA		AL PTS	EAR
criteria are categorized into six areas: School Site; Structural, Electrical and Mechanical Features; Plant Maintainability; Safety and Security; Educational Adequacy and the Educational Environment.		0	
CATEGORY	POSSIBLE POINTS		
<i>The School Site: The school site is an integral part of the school facility and is a basic tool in the educational process. A student's educational experience as well as many community functions will be strengthened or limited by the adequacy of the site.</i>	100		
Site is large enough to meet educational needs as defined by state and local requirements.	25		
Site is easily accessible and conveniently located for the present and future population.	20		
Location is removed from undesirable business, industry, traffic, and natural hazards.	10		
Site is well landscaped and developed to meet educational needs.	10		
Well equipped playgrounds are separated from streets and parking areas.	10		
Topography is varied enough to provide desirable appearance and without steep inclines.	5		
Site has stable, well drained soil free of erosion.	5		
Site is suitable for special instructional needs, e.g. outdoor learning.	5		
Pedestrian services include adequate sidewalks with designated crosswalks, curb cuts, and correct slopes.	5		
Sufficient on-site, solid surface parking is provided for faculty, staff and community.	5		
<i>Structural, Electrical and Mechanical Features: These are basic functions of a school's operation and will have an impact on future maintenance costs and the school's ability to accommodate changes in its educational program.</i>	200		
Structure meets all barrier-free requirements both externally and internally.	15		
Roofs appear sound, have positive drainage, and are weather tight.	15		
Foundations are strong and stable with no observable cracks.	10		
Exterior and interior walls have sufficient expansion joints and are free of deterioration.	10		
Entrances and exits are located so as to permit efficient student traffic flow.	10		
Building "envelope" generally provides for energy conservation. (See criteria.)	10		
Structure is free of friable asbestos and toxic materials.	10		
Interior walls permit sufficient flexibility for a variety of class sizes.	10		
Adequate light sources are well maintained, properly placed and are not subject to overheating.	15		
Internal water supply is adequate with sufficient pressure to meet health and safety requirements.	15		
Each teaching/learning area has adequate convenient wall outlets, phone and computer cabling for technology applications.	15		
Electrical controls are safely protected with disconnect switches easily accessible.	10		
Drinking fountains are adequate in number and placement, and are properly maintained including provisions for the disabled.	10		
Number and size of restrooms meet requirements.	10		
Drainage systems are properly maintained and meet requirements.	10		
Fire alarms, smoke detectors, and sprinkler systems are properly maintained and meet requirements.	10		
Instructional areas.	10		
Exterior water supply is sufficient and available for normal usage.	5		

cefpi

educational adequacy

Plant Maintainability: <i>This category refers to the cost or ease with which building systems and architectural elements can be kept in the good working order or in a good state of repair by district personnel. Evaluate the condition of the building and not the manner in which the maintenance staff performs their duties.</i>	100	
Exterior windows, doors, and walls are of material and finish requiring minimum maintenance.	15	
Floor surfaces throughout the building require minimum care.	15	
Ceilings and walls throughout the building, including service areas, are easily cleaned and resistant to stain.	10	
Built-in equipment is designed and constructed for ease of maintenance.	10	
Finishes and hardware, with a compatible keying system, are of durable quality.	10	
Restroom fixtures are wall mounted and of quality finish.	10	
Adequate custodial storage space with water and drain is accessible throughout the building.	10	
Adequate electrical outlets and power, to permit routine cleaning, are available in every area.	10	
Outdoor light fixtures, electric outlets, equipment, and other fixtures are accessible for repair and replacement.	10	
Building Safety and Security: <i>The safety and security of students, staff and visitors is vital to a positive and successful educational experience. Does the school building contribute to and support a safe and secure experience?</i>	200	
Student loading areas are segregated from other vehicular traffic and pedestrian walkways.	15	
Walkways, both on and offsite, are available and provide safety for pedestrians.	10	
Access streets have sufficient signals and signs to permit safe entrance to and exit from school area.	5	
Vehicular entrances and exits permit safe traffic flow.	5	
Playground and equipment is free from hazard.	5	
The heating unit(s) is located away from student occupied areas.	20	
Multi-story buildings have at least two stairways for student egress.	15	
Exterior doors open outward and are equipped with panic hardware.	10	
Emergency lighting is provided throughout the building with exit signs on separate electrical circuits.	10	
Classroom doors are recessed and open outward.	10	
Building security systems are provided to assure uninterrupted operation of the educational program.	10	
Flooring (including ramps and stairways) is maintained in a nonslip condition.	5	
Stairs (interior and exterior) meet standards (maximum 7" rise to 11" tread) and steps range in number from 3-16.	5	
Glass is properly located and protected with wire or safety material to prevent accidental student injury.	5	
Fixed projections in the traffic areas do not extend more than eight inches from the corridor wall.	5	
Traffic areas terminate at an exit or a stairway leading to an egress.	5	
Adequate fire safety equipment is properly located.	15	
There are at least two independent exits from any point in the building.	15	
Fire-resistant materials are used throughout the structure.	15	
Automatic and manual emergency alarm system with a distinctive sound and flashing light are provided.	15	



educational adequacy

Educational Adequacy: <i>This category is determined by comparing the physical requirements necessary to support the educational plan with the existing physical elements of the building itself.</i>	200	
Size of academic learning areas meets desirable standards.	25	
Classroom space permits arrangements for small group activity.	15	
Location of academic learning areas is near related educational activities and away from disruptive noises.	10	
Personal space in the classroom away from group instruction allows privacy time for individual students.	10	
Storage for student materials is adequate.	10	
Storage for teacher materials is adequate.	10	
Size of specialized learning area(s) meets standards.	15	
Design of specialized learning area(s) is compatible with instructional need.	10	
Library/Resource/Media Center provides appropriate and attractive space.	10	
Gymnasium (or covered P.E. area) adequately serves physical education instruction.	5	
Pre-kindergarten and kindergarten space is appropriate for age of students and nature of instruction.	10	
Music Program is provided adequate sound-treated space.	5	
Space for art is appropriate for instruction, supplies, and equipment.	5	
Space for technology education permits use of state-of-the-art equipment.	5	
Space for small groups and remedial instruction is provided adjacent to classrooms.	5	
Storage for student and teacher material is adequate.	5	
Teachers' lounge and work areas support teachers as professionals.	10	
Cafeteria/Kitchen is attractive with sufficient space for seating/dining, delivery, storage, and food preparation.	10	
Administrative offices are consistent in appearance and function with the maturity of the students served.	5	
Counselor's office insures privacy and sufficient storage.	5	
Clinic is near administrative offices and is equipped to meet requirements.	5	
Suitable reception space is available for students, teachers, and visitors.	5	
Administrative personnel are provided sufficient work space and privacy.	5	



educational adequacy

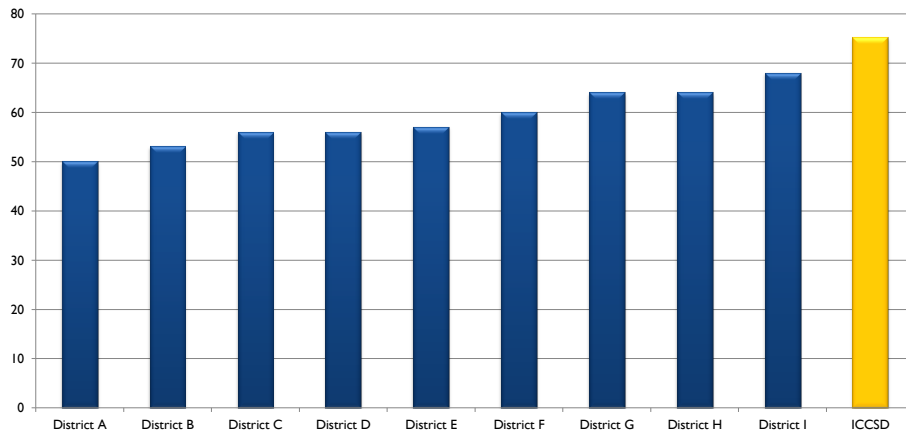
The Educational Environment: The school should welcome students, staff and visitors. The school's environment, both inside and out, should be conducive to learning. This category evaluates how well the school facility is able to provide an atmosphere that supports teaching and learning.		
	200	
Overall design is aesthetically pleasing and appropriate for the age of the students.	15	
Site and buildings are well landscaped.	10	
Exterior noise and surrounding environment does not disrupt learning.	10	
Entrances and walkways are sheltered from sun and inclement weather.	10	
Building materials provide attractive color and texture.	5	
Color schemes, building materials and décor provide an impetus to learning.	20	
Year around comfortable temperature and humidity are provided throughout the building.	15	
Ventilating system provides adequate quiet circulation of clean air and meets 15cfm VBC requirement.	15	
Lighting system provides proper intensity, diffusion and distribution.	15	
Sufficient drinking fountains and restroom facilities are conveniently located.	15	
Communicating among students is enhanced by commons area.	10	
Traffic flow is aided by appropriate foyers and corridors.	10	
Areas for students to interact are suitable to the age group.	10	
Large group areas are designed for effective management of students.	10	
Acoustical treatment of ceilings, walls, and floors provides effective sound control.	10	
Window design contributes to a pleasant environment.	10	
Furniture and equipment provide a pleasing atmosphere.	10	

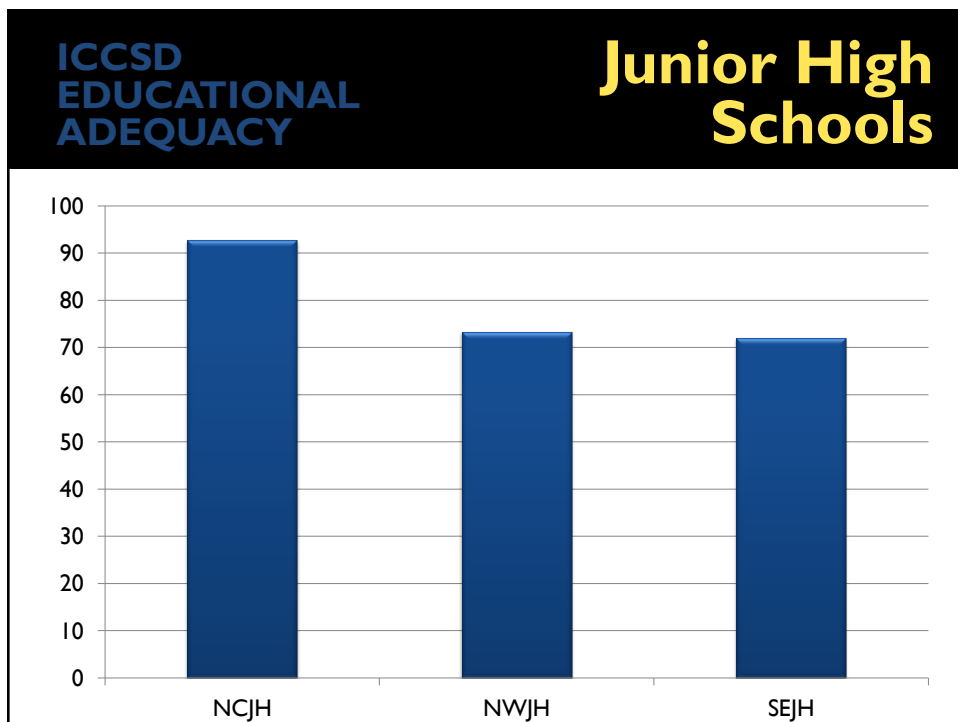
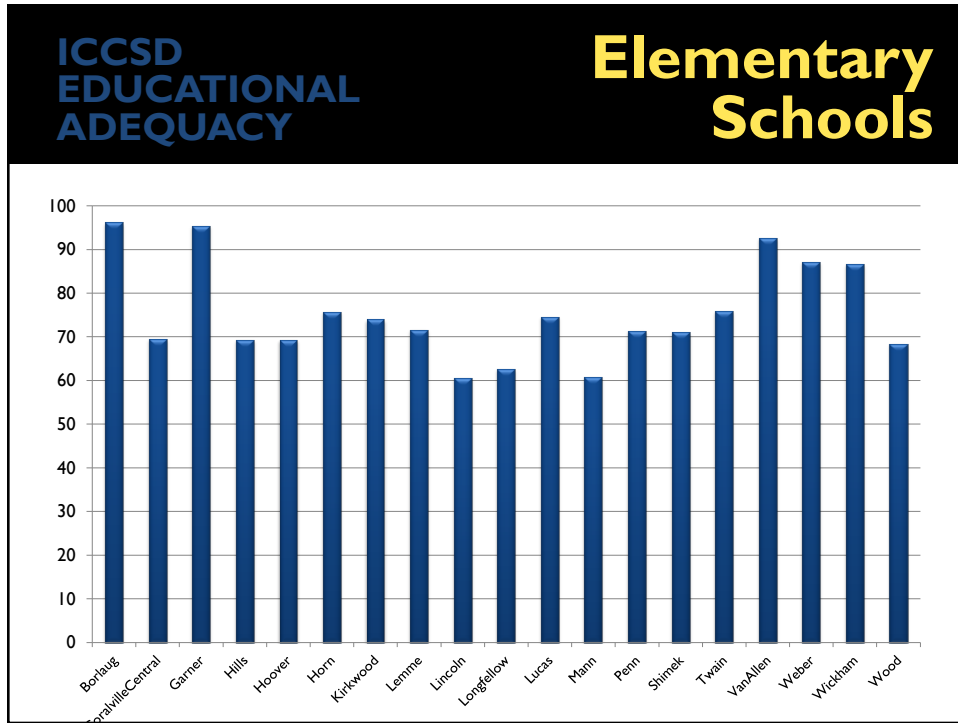


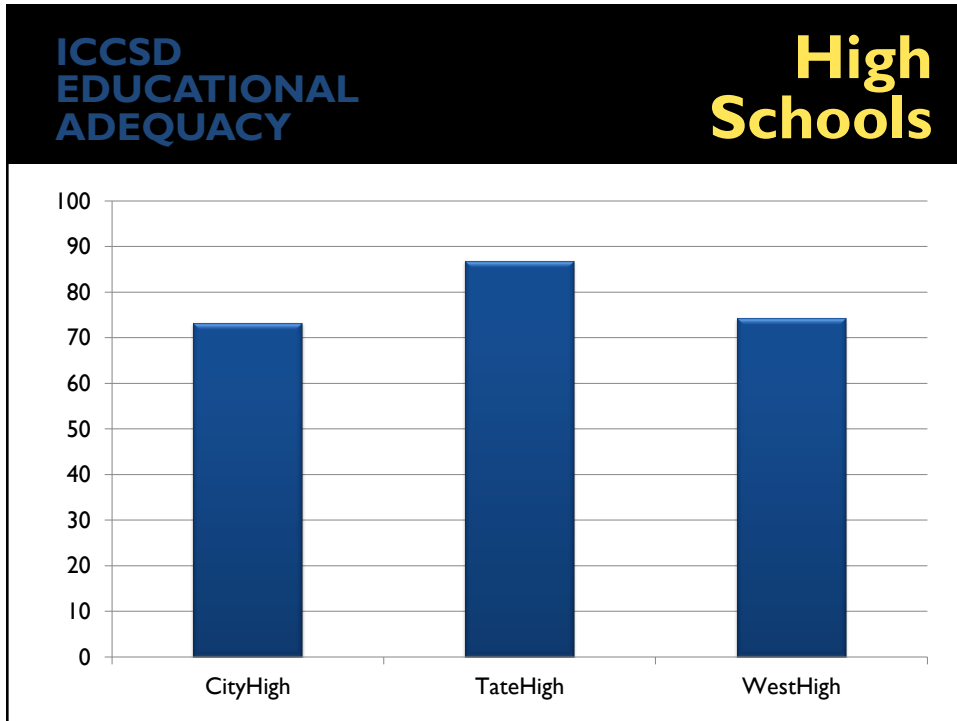
**IOWA CITY
COMMUNITY
SCHOOL DISTRICT**
Child-Centered : Future-Focused

BUILDING ON EXCELLENCE

Ten Recent Status Quo - Average Educational Adequacy Scores



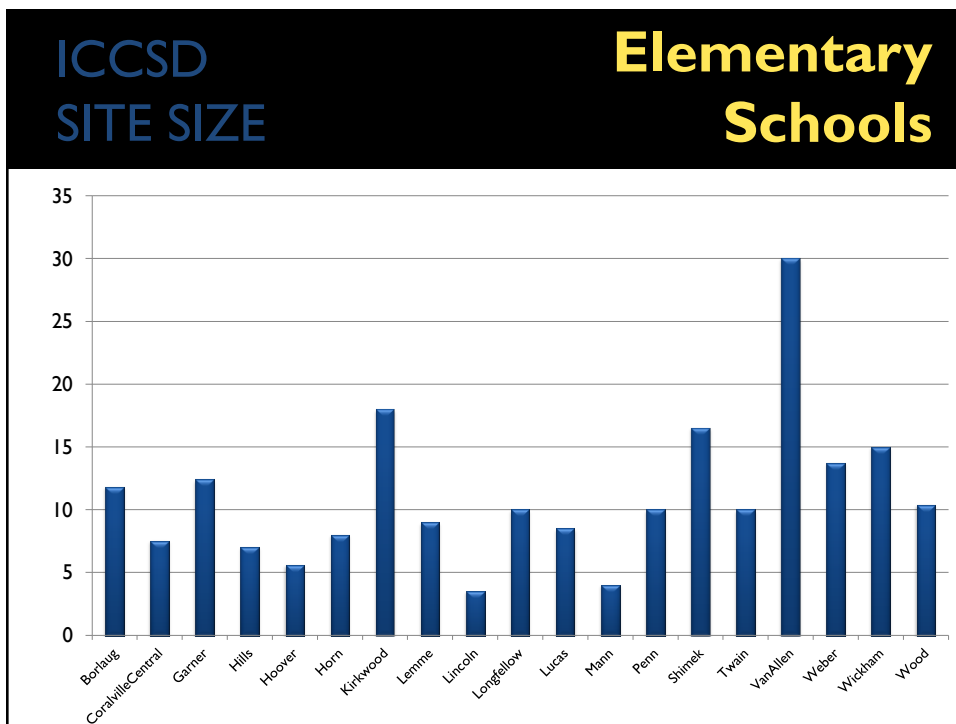
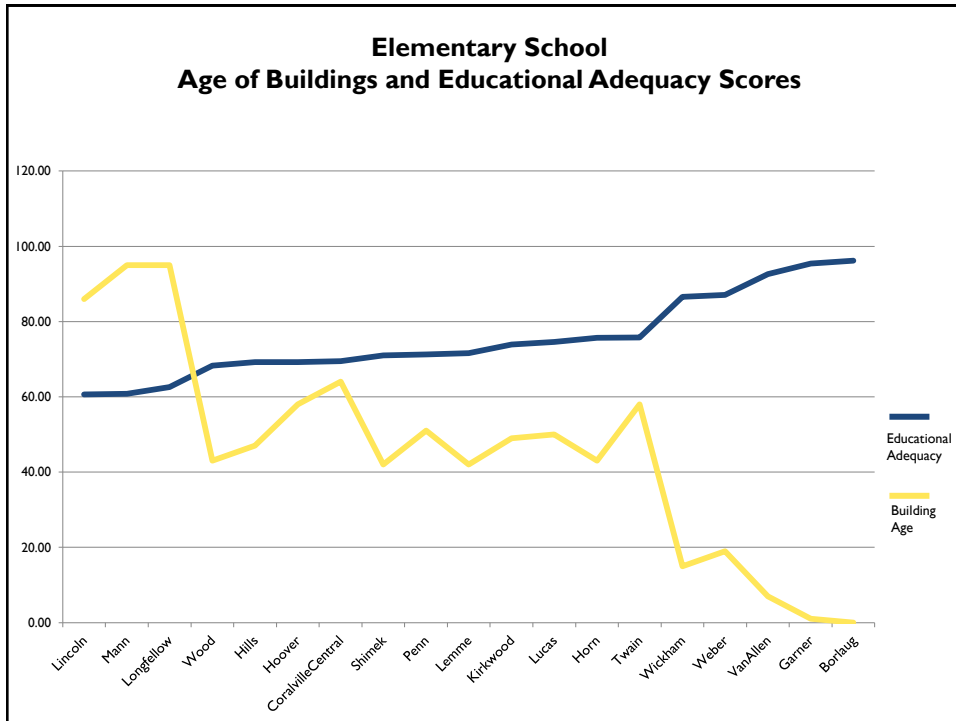


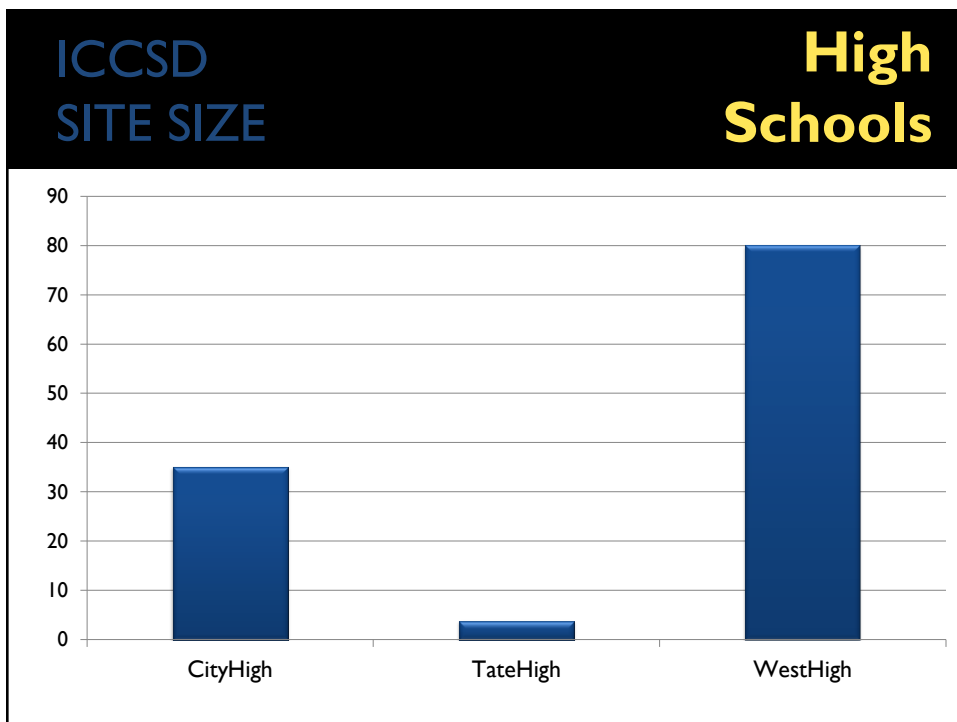
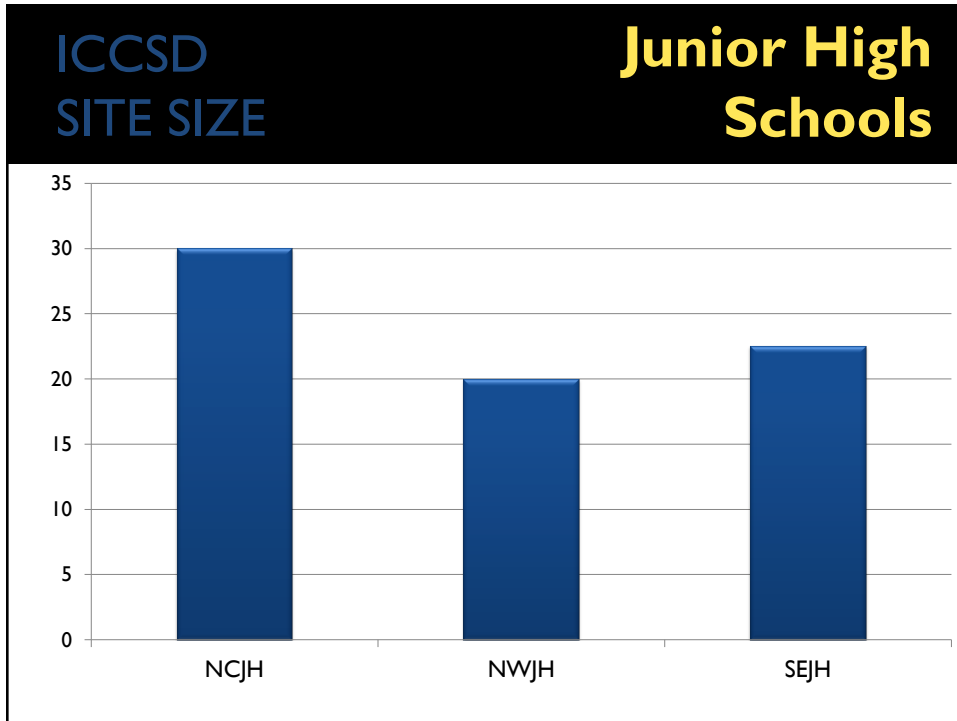


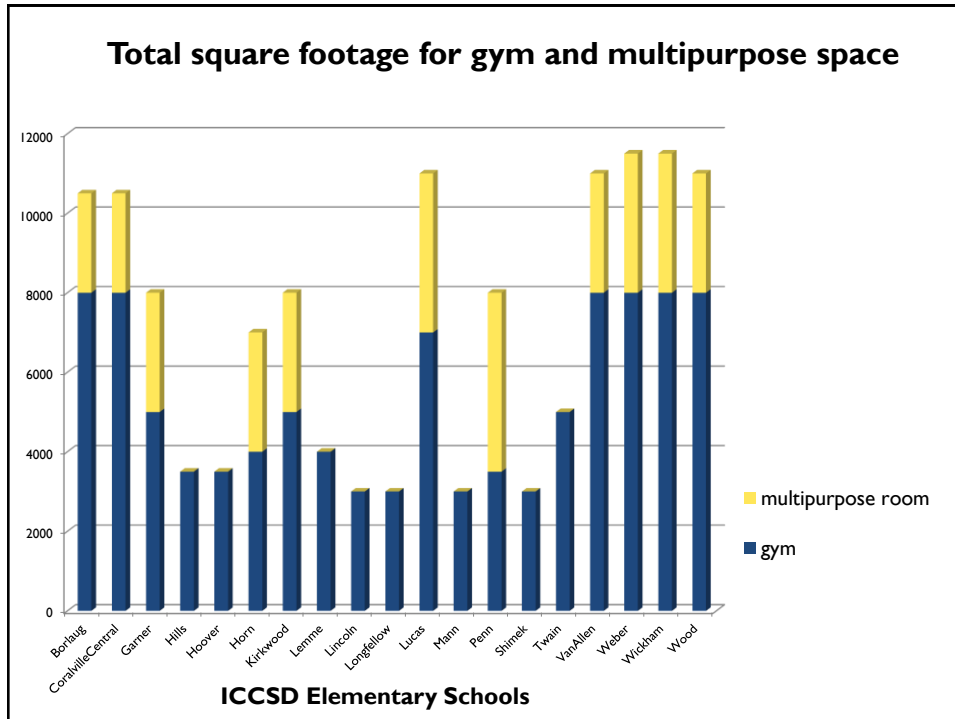
ISPP SCHOOL DISTRICT FACILITIES EVALUATION TOOL

For School Districts with a population of 10,000 or more students. This tool is used to evaluate the condition of school facilities and to identify areas for improvement. The tool is based on the ISPP School District Facilities Evaluation Tool, which is a comprehensive guide to the evaluation of school facilities. The tool is used to evaluate the condition of school facilities and to identify areas for improvement. The tool is based on the ISPP School District Facilities Evaluation Tool, which is a comprehensive guide to the evaluation of school facilities.

Category	Facility Condition										Overall Score
	1	2	3	4	5	6	7	8	9	10	
Building Structure	1	2	3	4	5	6	7	8	9	10	7.5
Roofing	1	2	3	4	5	6	7	8	9	10	8.5
Plumbing	1	2	3	4	5	6	7	8	9	10	7.5
Electrical	1	2	3	4	5	6	7	8	9	10	8.5
HVAC	1	2	3	4	5	6	7	8	9	10	7.5
Fire Safety	1	2	3	4	5	6	7	8	9	10	8.5
Security	1	2	3	4	5	6	7	8	9	10	7.5
Accessibility	1	2	3	4	5	6	7	8	9	10	8.5
Site	1	2	3	4	5	6	7	8	9	10	7.5
Transportation	1	2	3	4	5	6	7	8	9	10	8.5
Other	1	2	3	4	5	6	7	8	9	10	7.5
Total	1	2	3	4	5	6	7	8	9	10	75.0







SECURITY REVIEW



Security Review Summary

Of the 19 Elementary Schools:

- Only 6 have a secured entry
 - and of those, only 3 can see people walking up to the building
- Only 5 have electronic locks
 - and of those, only 2 can lock down the building from one location
- Only 3 can lock their classrooms from the inside of the room
- Only 8 DON'T have portables
- Only 8 have air-conditioning

CAPACITY ANALYSIS

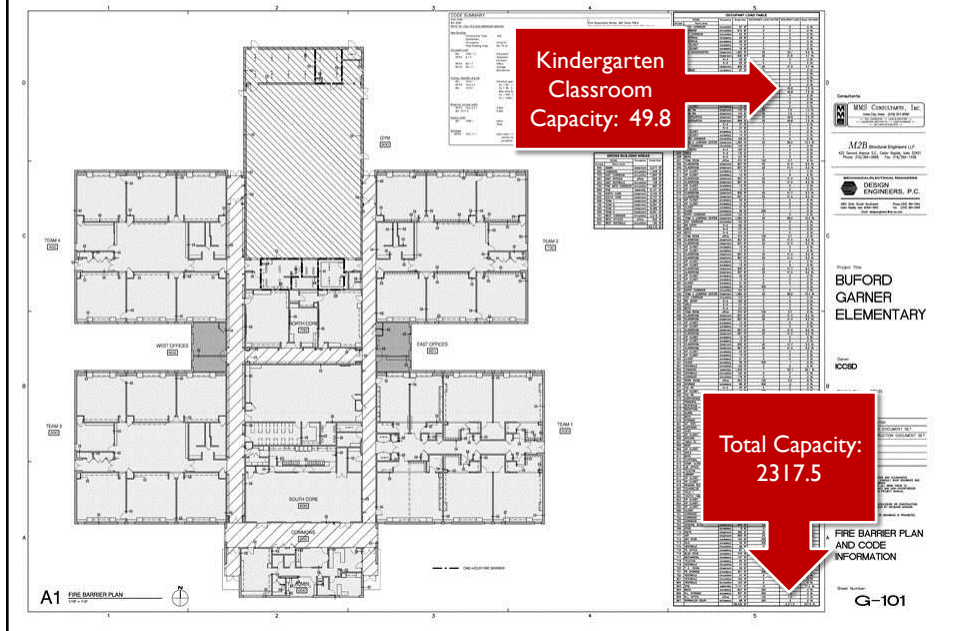


STUDENT CAPACITY

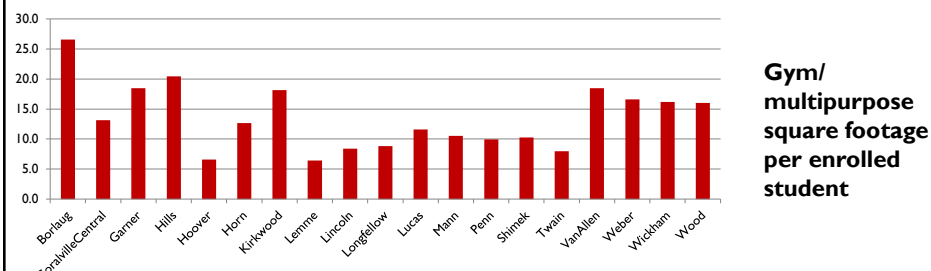
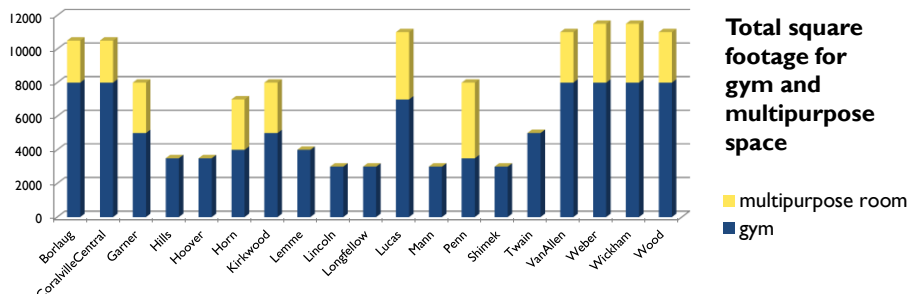


FIRE CAPACITY

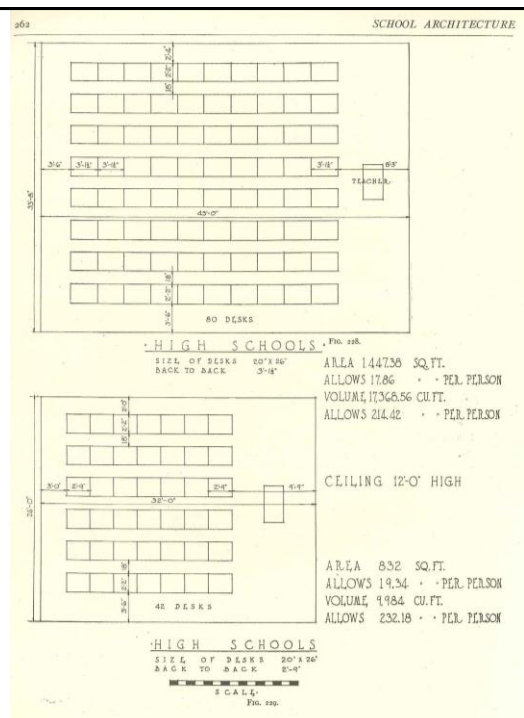
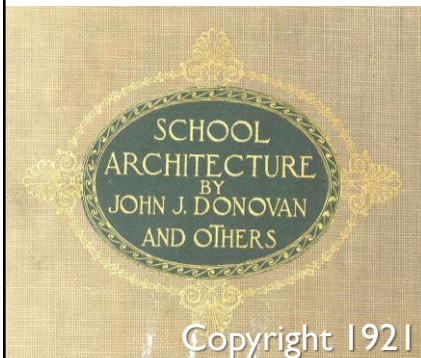
Fire Barrier Plan

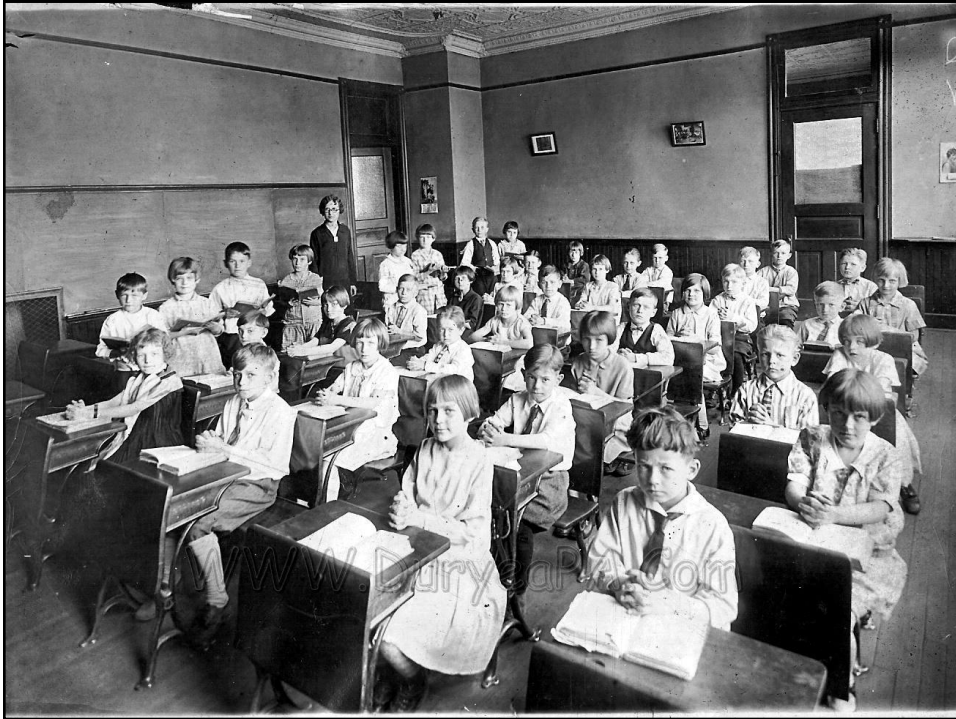


And it's **NOT** a simple equation of $\frac{\text{AREA}}{\text{SF/student}}$



Student Capacity:
how it was
determined
IN THE PAST





CURRICULUM: then and now

Special Education

1958-1959

Not required

- **Life Skills Business**
Consumer Education
- **Life Skills Electives**
Vocational Training
VCE I-3
Job Training
Computer Skills
Fine Arts
Home Arts
Life Skills
Social Problems
Parenting/Childcare
Recreational/Leisure
Independent Living
Adult Living
- **Life Skills Language Arts**
Basic Reading
Practical Language
Vocational Language
Consumer Language
- **Life Skills Mathematics**
Basic Math
Math 1
Math 2

2012-2013

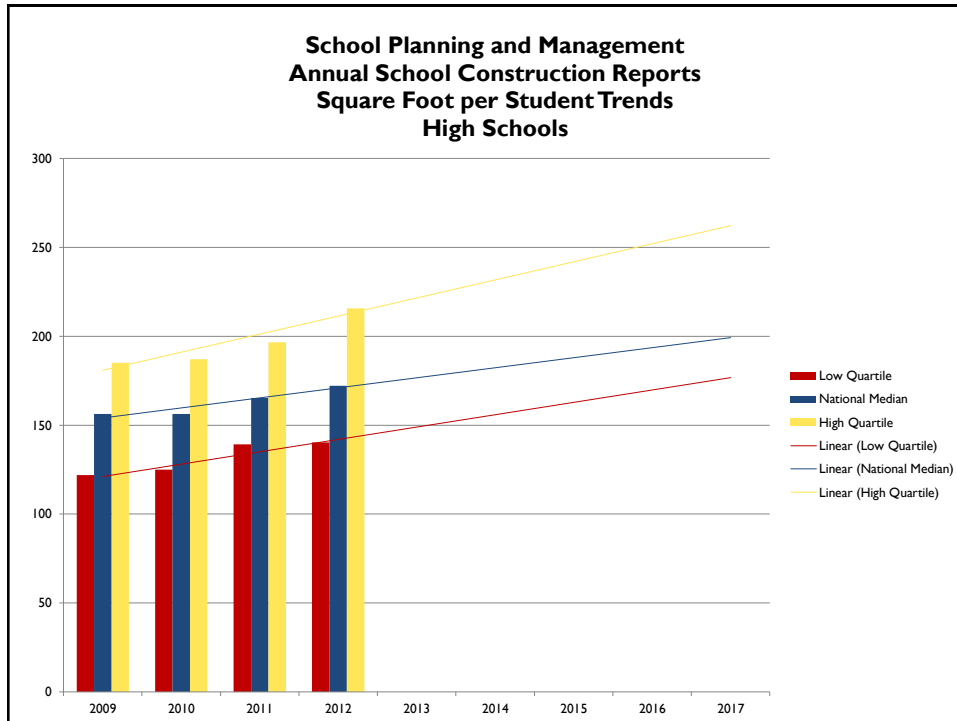
- **Life Skills PE**
Health
Adaptive PE
- **Life Skills Science**
Basic Science
Life Science
Earth Science
- **Life Skills Social Studies**
Geography
Current Events
Civil Law
Social Interactions
- **Cross CAT/SED Business**
Consumer Education
Computer Skills
Careers
VCE I-3
VCE Job
- **Cross CAT/SED Family & Consumer Science**
Home Arts
Childcare
Parenting
Social Problems
Social Interaction Skills
- **Cross CAT/SED Language Arts**
Read 180
English Foundations 1-4
- **Cross CAT/SED Mathematics**
Foundations of Algebra 1
Foundations of Geometry
Foundations of Algebra 2
- **Cross CAT/SED PE**
Health
Drivers Education
Adaptive PE
- **Cross CAT/SED Resource**
Learning Strategies
General Physical Science
General Biology
General Earth Science
US Geography
World History
US History
Government

MANDATES and associated SPACE NEEDS

State Mandates	Space Consequences
Physical Education: must be offered	Additional PE space required
Kindergarten must be offered	Additional classroom space
Federal Government Mandates	Space Consequences
1965: The Elementary & Secondary Education Act	Space for Title I
1975: The Individuals with Disabilities Education Act	Space for specialized learning
2004: Individuals with Disabilities Education Improvement Act Including Response to Intervention	Space for specialized learning

additional COURSEWORK REQUIRING SPACE

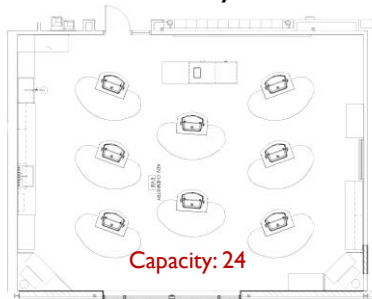
- Conservation of Natural Resources
- Health Education
- Sexual Assault Awareness in secondary schools
- Anabolic Steroids Use
- Violence Prevention and Conflict Resolution Education
- Disability History Awareness
- Holocaust and Genocide Study
- Internet Safety Education
- Character Education
- Safety Instruction
- Black History Study
- Study of the History of Women



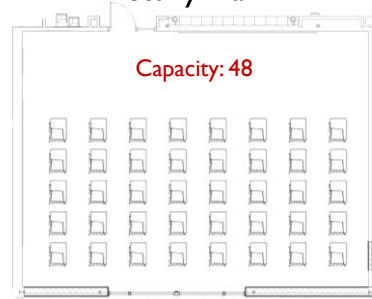
Student Capacity is determined by
FUNCTION and UTILIZATION

*Function: space needed varies
depending on activities housed*

Chemistry Lab



Study Hall



Iowa CORE Curriculum



Universal Constructs: Essential for 21st Century Success

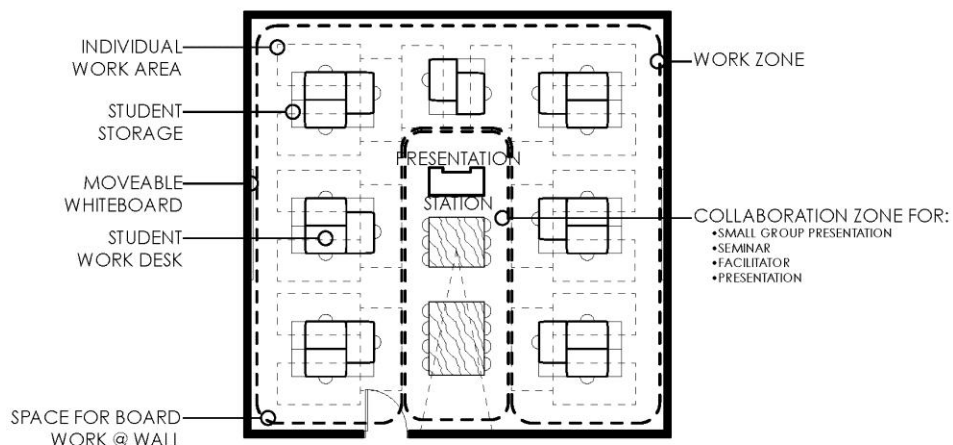
- Critical Thinking
- Complex Communication
- Creativity
- Collaboration
- Flexibility and Adaptability
- Productivity and Accountability

“Employers are demanding that employees demonstrate the skills to work productively in teams, communicate effectively, think innovatively and solve problems creatively. An overwhelming number of students leave their educational experience unprepared for the world of work.”

Source: Iowa Department of Education

PROJECT BASED LEARNING ENVIRONMENT

900 S.F. FOR 20 STUDENTS
LOADING FACTOR = 45 S.F.



Student Capacity is determined by
FUNCTION and **UTILIZATION**

Utilization:
*Percentage of the day
the classroom will be
occupied*

UTILIZATION FORMULA

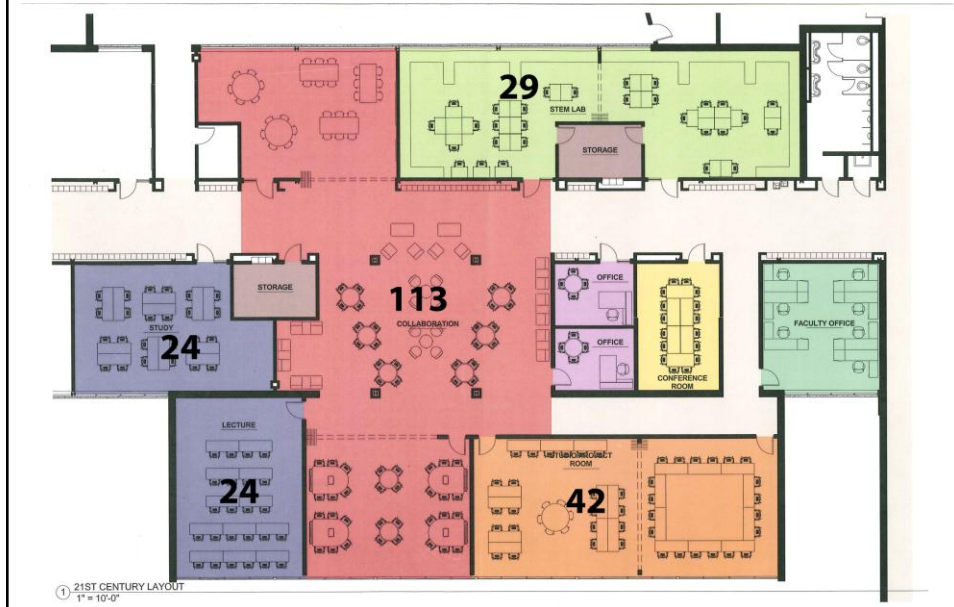
$$\frac{1250 \text{ students}}{70 \text{ class hrs}} = 17.85 \text{ students per class} \quad \frac{25 \text{ students per class}}{\times 10 \text{ classrooms}} = 178.5 \text{ students}$$

or

$$250 \text{ students @ } .714\% = 178.5 \text{ students}$$

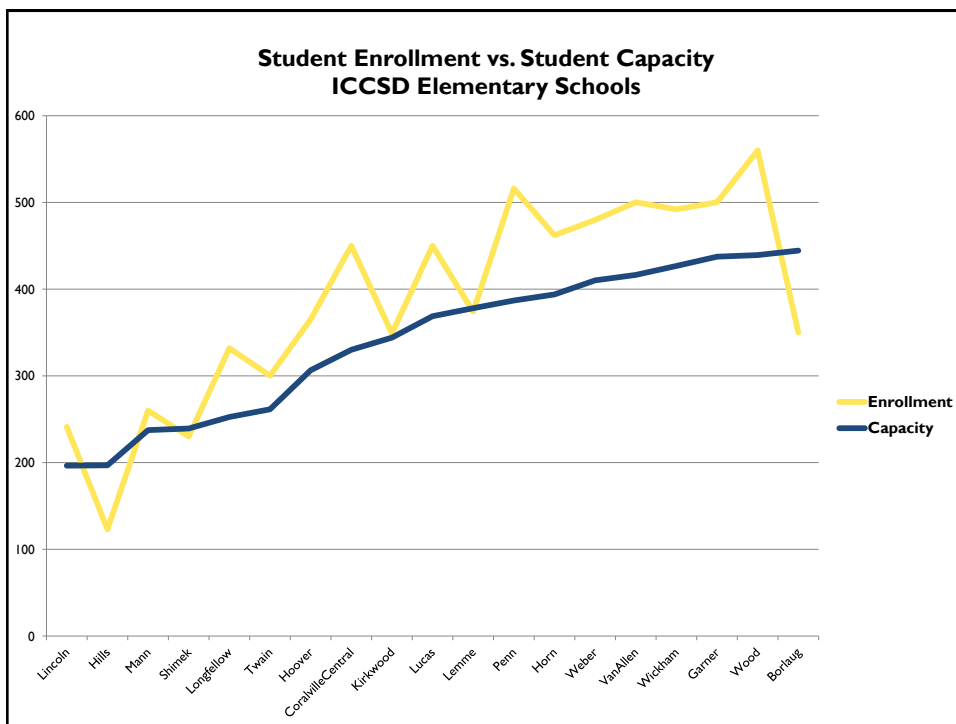
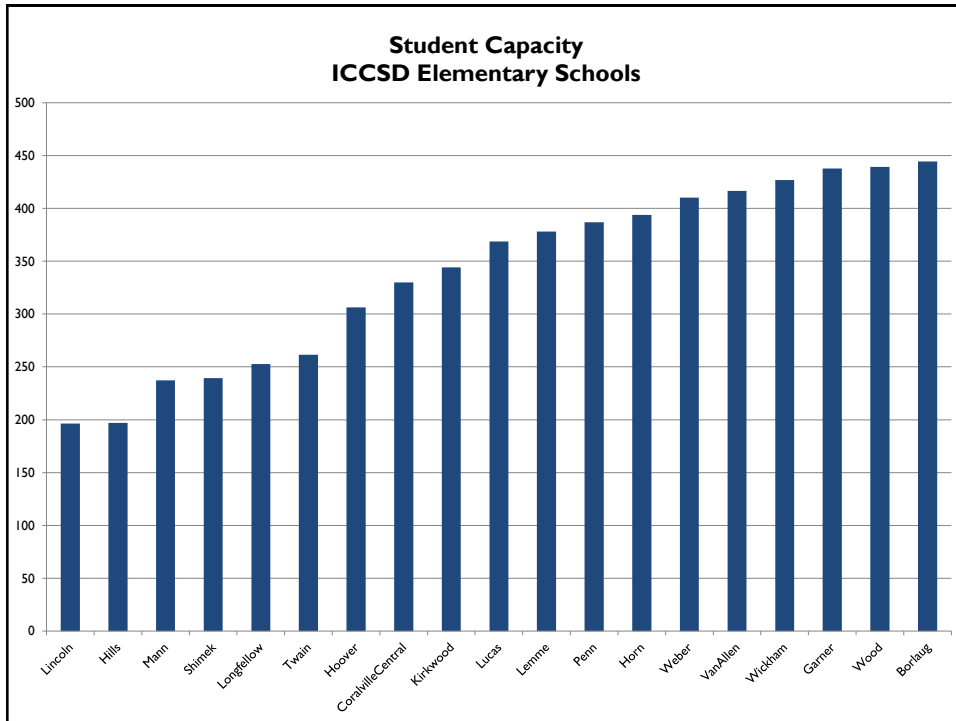
		CLASSROOMS									
		1	2	3	4	5	6	7	8	9	10
CLASS PERIODS	1			25	25			25	25	25	25
	2	25	25			25	25			25	25
	3	25	25	25	25			25	25		
	4	25	25	25	25	25	25			25	25
	5	25	25	25	25	25	25	25	25		
	6			25	25	25	25	25	25	25	25
	7	25	25			25	25	25	25	25	25

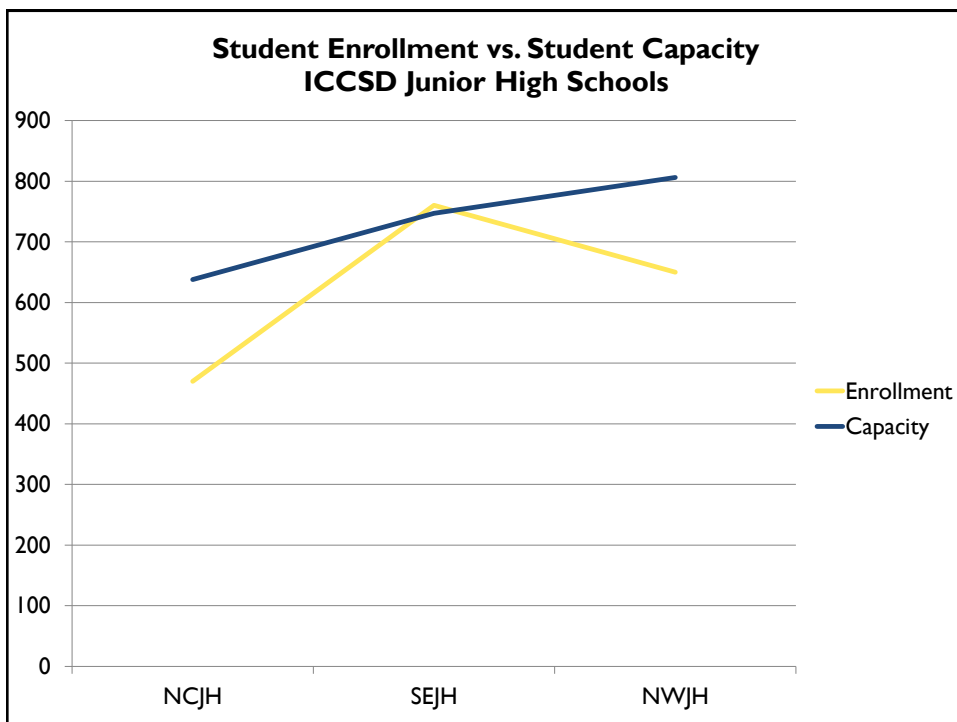
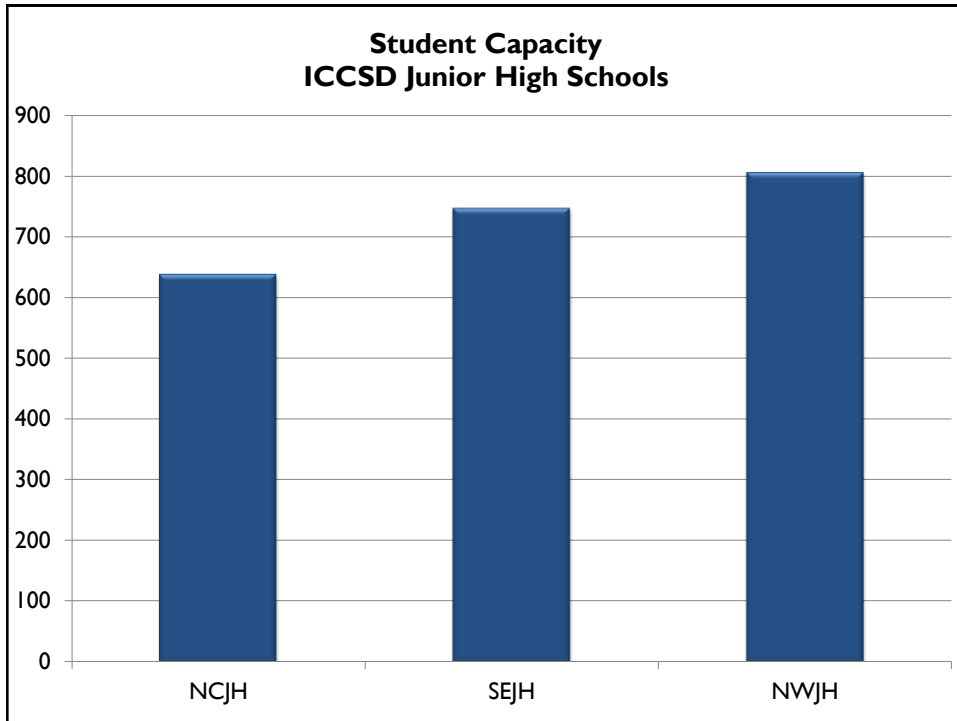
21st Century Layout

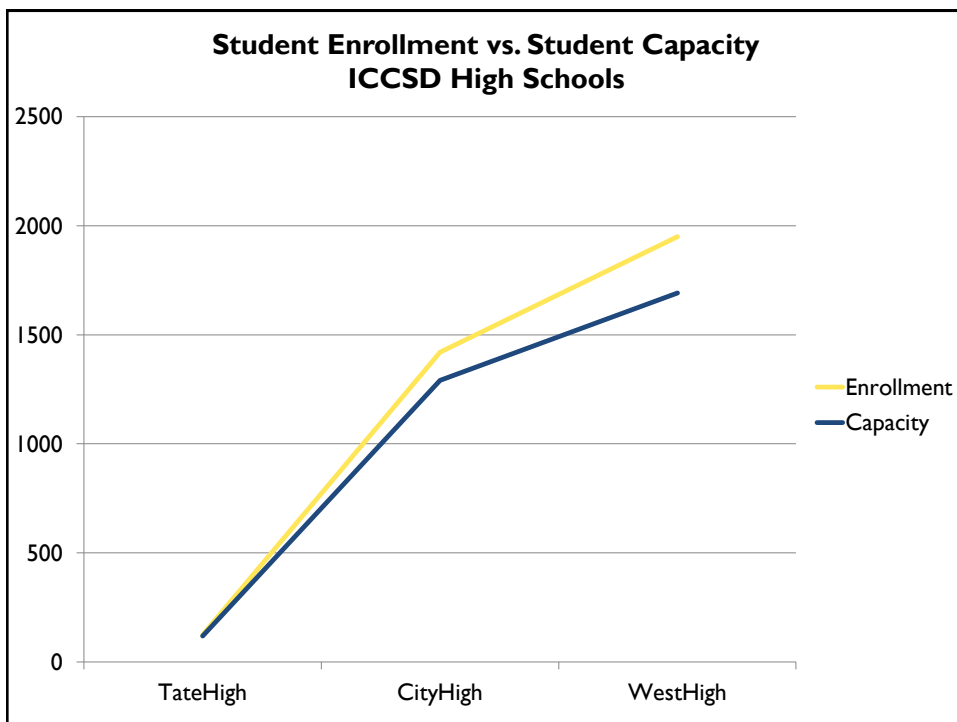
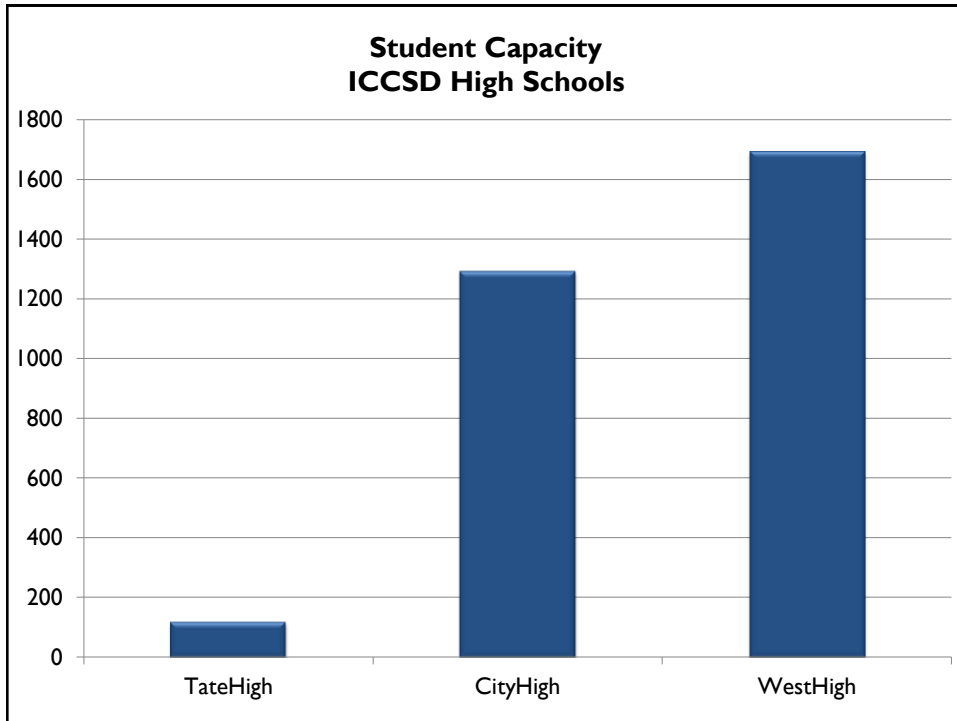


Calculating **STUDENT CAPACITY**

21st Century Layout				
Room Number	Room Purpose	Area	Loading Factor	Capacity
101	Study	720	30	24
102	Lecture	720	30	24
103	Collaboration	3600	32	113
104	Studio/Project Room	1512	36	42
105	Faculty Office	616	-	-
106	Conference Room	695	-	-
107	Office	1400	-	-
108	Office	3622	-	-
109	STEM Lab	1450	50	29
*Loading Factor = SF/Student				
Total				232
Utilization Factor				80%
Capacity				185







NEXT STEPS



Develop 'Needs Prioritization' Criteria

*"Hierarchy of Needs" for
School Facilities*

Facility Actualization

The school is a fully integrated teaching and learning tool.

Community Needs

The school is reflective of neighborhood values and meets esteem and basic service needs.

Student Centered Needs

The school is optimized to the ideal learning environmental needs of children.

Program Needs

The school has adequate facility needs space for the curriculum.

Facility Needs

The school is safe, secure, and weather tight.



Visioning Workshop



- **21st Century Schools**
- **Where are our gaps?**
 - District Educational Standard
- **Prioritization**

IOWA CITY COMMUNITY
school district



STEERING
COMMITTEE
MEETING #2

Thank you!

March 11, 2013

BLDD
ARCHITECTS